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ABSTRACT

This occupational skills instructional module on motivation for work is one of twelve making up a curriculum guide on the human aspects of working in organizations. Modules are designed for utilization at various educational levels ranging from high school to adult and continuing education, and including both academic and vocational programs. This module is organized into five sessions: (1) motivation: fulfilling personal needs; (2) what is work? (3) why do people seek jobs? (4) what makes work motivating? and (5) making your work motivating. Each session is arranged according to the following components: topic; objective; skills emphasized (a listing of specific skills, e.g., using imagination, understanding written information); notes on the importance of the session topic; list of materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating the session). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 16-item multiple choice test for use with this module is available in document CE 018 569. CE 018 556 describes the twelve modules and their development. (JH)

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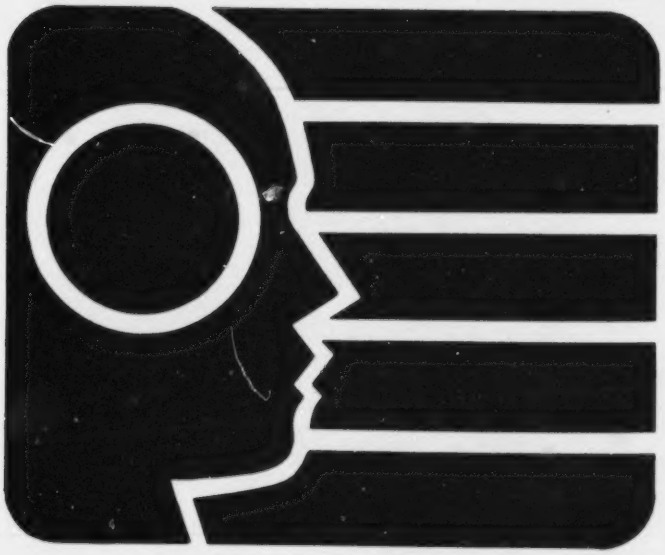
CE 018 558

## Methods And Materials For Teaching

# Occupational Survival Skills



# Motivation for Work

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MOTIVATION FOR WORK

# Methods and Materials for Teaching
# Occupational Survival Skills


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1978

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Robert E. Nelson
Project Director

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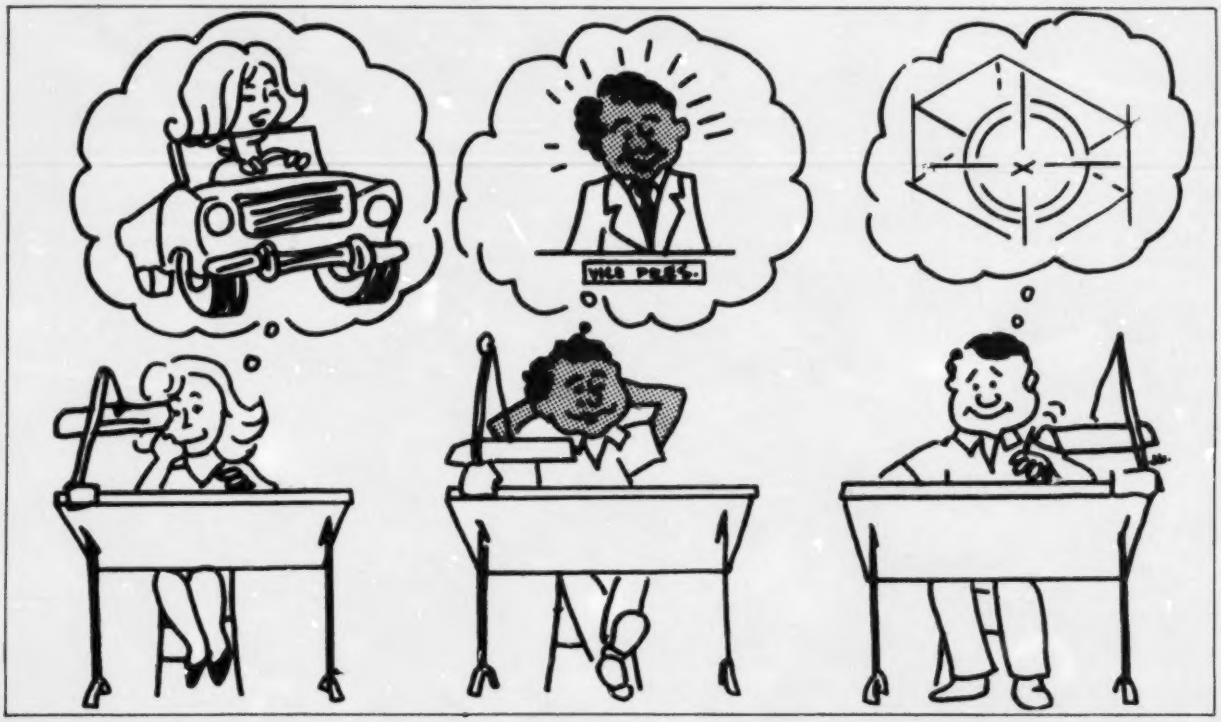
The twelve Occupational Survival Skills Modules are not numbered. Instructors are encouraged to use Modules in any order that best fits their needs.

# Motivation for Work




## Module Objective:

Students will have an opportunity to explore how motivation is related to work satisfaction.

## Topic Outline: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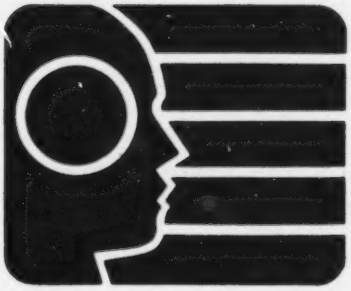


# Motivation for Work: Overview

Why do people work? Many people say they work for money because they must pay for food, shelter, clothing, and other necessities. People also want money so they can purchase expensive items and recreational items. Yet, when people are asked what they would do if they had all the money they wanted, a surprisingly high number reply that they would continue to work! To many people, work means more than just a way to earn money. When people want to work in order to meet their needs or achieve goals, they are motivated.

Once people have satisfied their basic needs for food, shelter, and security, they become aware of other needs such as:

social needs,
needs for self-respect, and
needs for self-fulfillment.

Some of these needs can be met through work. Most work involves contact with other people, such as customers and/or co-workers. By making friends and sharing experiences with their co-workers, people can meet some of their social needs through their work.

People can achieve satisfaction from knowing that they can do something well, or that they are doing something that helps others. Many people like doing things that are important or useful because it gives them a feeling of self-respect. For this reason, some people, who do not need to earn money, choose to do volunteer work.

Self-fulfillment means learning new things, developing talents, and constantly trying to improve. Many people find self-fulfillment in their work. These people enjoy and look forward to their work and consider each day a new challenge. For example, some people prefer to set their own work goals, and decide to become self-employed rather than work for other people.

Unfortunately, some people do not derive self-respect or self-fulfillment from their work. They consider their work to be boring and frustrating. Because some work is highly specialized or is done by machines, it may be routine and

follow a repetitious pattern of tasks. Certainly part of the responsibility for solving this problem belongs to employers. Yet, people can seek work which is interesting and challenging to them. People can also discover ways to make their work more interesting.

The activities in this module explore the importance of motivation in relation to work. Both workers and employers can benefit by understanding the importance of motivation in choosing and keeping a job.

# SESSION ONE

TOPIC: Motivation: Fulfilling Personal Needs

OBJECTIVE: By identifying an "ideal" job and classifying this job into the five types of human needs, students will develop an understanding of how individual needs determine human behavior.

SURVIVAL SKILLS EMPHASIZED:
- Using imagination
- Understanding written information

IMPORTANCE: Motivation can be explained in terms of people's needs. When we become aware of our needs, we usually do something to fulfill these needs. For instance, if we feel hungry (that is, the need for food) we are likely to do something (go to a restaurant or make a sandwich) which will enable us to eat, therefore, fulfilling the need.

A variety of needs motivates people to work. The basic body needs for food and shelter can be met through money earned at work. Yet other needs, such as social needs, self-respect needs, and self-fulfillment needs, determine to what extent people are happy and satisfied with their jobs. This session is designed to help students examine the role of work in helping them fulfill their needs. Students should be encouraged to look at various aspects of potential occupations in addition to the amount of money they can earn.

MATERIALS AND EQUIPMENT:
- Student Worksheet #1 - Your Ideal Job
- Student Handout #1 - Individual Human Needs
- Student Handout #2 - Types of Human Needs
- Transparency #1 - Types of Human Needs
- Overhead projector

ACTIVITY: Human Needs

1. Distribute Student Worksheet #1 - Your Ideal Job to the class.

2. Read the instructions at the top of the worksheet to the students. Spend five minutes discussing the kinds of jobs your students would like to obtain five years from now.

3. Have students spend 5-10 minutes filling in Column A of Your Ideal Job. They may disregard Column B for the time being.

4. Discuss the responses given by students. List some of the most common and the most unusual responses on the chalkboard. Students' responses can help them gain insight into their needs. For example:

   - One student might imagine a job in which he would wear a suit. This could indicate a need for status. Another student might imagine wearing blue jeans and a t-shirt. This could indicate that comfort is more important to her.

FOLLOW-UP:

1. Describe the term "needs" to students.

   - Our needs are those things or feelings that we consider necessary or desirable.

   - Our needs motivate us to action, to do things, to work and play.

2. Distribute Student Handout #1 - Individual Human Needs, and Student Handout #2 - Types of Human Needs to the students.

3. Display Transparency #1 - Types of Human Needs on the overhead projector.

4. Using Student Handout #1 and Transparency #1, discuss the different types of human needs with the class.

   - Emphasize that our needs influence our actions.

   - When we want to act to fulfill our needs, we are motivated.

5. Have students use Student Handout #1 and #2 to decide what need each of their responses indicates. Have them write the types of needs in Column B. For example, for question number 3, "Who would be your employer?" a

student might respond "I would be self-employed." This response could indicate a need for independence.

6. Discuss students' responses in Column B, using the following questions:

   - Which of the five types of needs would your ideal job fulfill? (For example, the student who would be self-employed indicates a need for independence. The type of need would be "need for self respect and worth.")

   - Are your needs the same as other students'? Why or why not?

   NOTE: Student Handout #1 - Individual Human Needs and Transparency #1/Student Handout #2 - Types of Human Needs will be needed during SESSION TWO.

# Student Worksheet #1 Your Ideal Job

If you could have any job you wanted five years from now, what would it be like? Suppose you could work anywhere and do anything you wanted. Imagine what you would be doing, where you would work, and what kinds of satisfactions you would like to get from your job.

Fill in your responses to the following questions in Column A. Try to respond to all questions, but if you cannot respond to a question, move on to the next one. For the time being, ignore Column B.

| QUESTIONS ABOUT YOUR IDEAL JOB | COLUMN A | COLUMN B--NEED |
|---|---|---|
| What would you be doing? | | |
| Where would you work? | | |
| Who would be your employer? | | |
| How much money would you earn? | | |
| What would you be wearing? | | |
| How would you look while working? | | |
| What kinds of effort would you put into your job? | | |
| How would you feel about your co-workers? | | |
| What would you like most about your job? | | |
| In what ways would you be working with other people? | | |
| What would you be accomplishing in your job? | | |
| Why would your job be important to others? | | |
| What would you like least about your job? | | |

# Student Handout #1 Individual Human Needs

We are all unique. We are all special because every one of us is different. However, we all have certain basic needs, and we all try to satisfy these needs in various ways. A noted psychologist made a thorough study of the basic needs of all people. He identified five types of basic human needs. These needs are discussed in the following paragraphs.

PHYSICAL NEEDS

Physical needs are the most basic of all our human needs. They include such things as food, shelter, clothing, and water. Our bodies must have these things in order to live. Usually, a job does not satisfy these needs directly, but we can satisfy these needs when we spend the money we earn by working.

SECURITY NEEDS

Security needs include protection from harm or injury. We try to make our lives as safe as possible. For example, children learn early that it is dangerous to play in the street. Adults learn to lock doors for saftey. We learn to avoid automobile accidents by driving safely. First aid information helps us to know what to do in emergencies. Some jobs are designed to insure the safety of people. For example, a lifeguard helps insure that people are safe when swimming. The police protect citizens from crimes and other dangers.

Security on a job usually means we do not have to worry about losing our incomes. Once we reach certain pay levels, we want to be sure we will not fall below these levels. Also, of course, we want to reach a reasonable standard of living.

The first two types of needs are sometimes called "economic needs," since we can satisfy many of these needs through the money we can earn by working. Once our economic needs are satisfied, we are free from hunger and feel financially secure, so we become aware of other needs.

SOCIAL NEEDS

We all have the need to belong to and be accepted by various groups. We usually experience our first feelings of belonging in our families. Most people also feel a need to belong to other groups besides their families. Belonging gives us feelings of being liked and accepted. Being accepted by others helps us meet our needs for love and friendship. Most people could not live happily alone. We need to relate to other people. We need others to notice us, like us, and accept us. Being members of teams, classes, or clubs can help us to satisfy our social needs.

NEEDS FOR SELF-RESPECT AND WORTH

We need to feel good about ourselves. We need to feel worthwhile. When we feel good about ourselves, we have self-respect. If we do not feel good about ourselves, we may feel we are not worth very much. We may also feel our ideas are not important.

Healthy, nappy people try to measure up to standards that they set for themselves. Self-respect often comes from feeling that we can do things well, and that we can solve our own problems. For example, the typist who can type difficult reports successfully may find satisfaction in this accomplishment. Students who can complete assignments to their own satisfaction and their teachers' satisfaction will have feelings of self-worth.

NEEDS FOR SELF-FULFILLMENT

Self-fulfillment means continuing personal growth. We grow when we develop and use our talents in both working and non-working situations. We become self-fulfilled when we develop new interests and seek new experiences. We continuously need to improve ourselves and to find meaning and interest in life. Some of the ways we can find self-fulfillment are through:

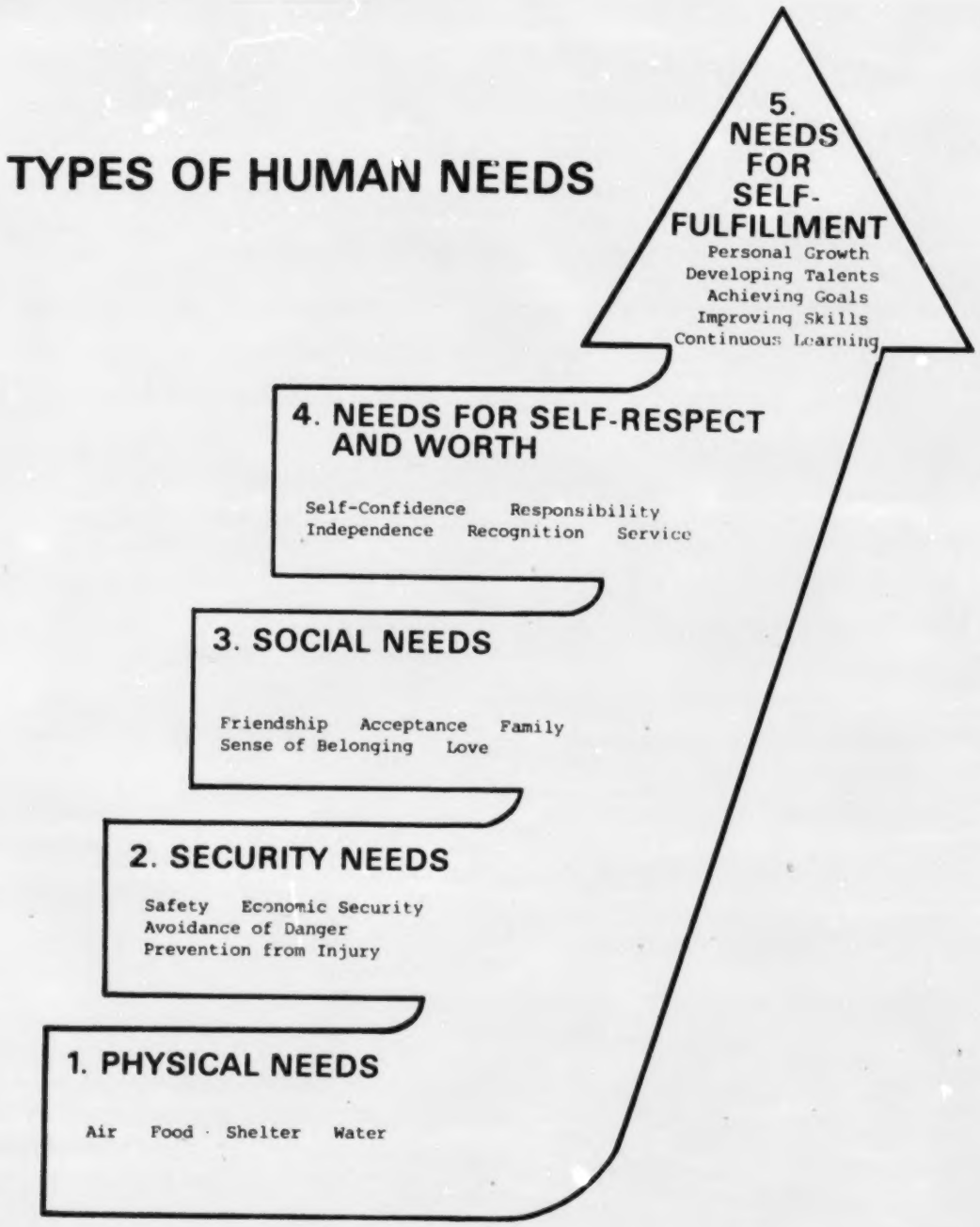
* Reading, listening, and talking to gain knowledge and understanding.

* Developing new skills and talents and improving old ones.

* Working toward our goals and broadening our interests.

NOTE: When we satisfy one level of need, we move to another. For example, we are not concerned with social needs until our physical and security needs are satisfied. We are usually happier, more effective and more contented when we are able to satisfy our personal needs. Think about the five types of needs. Consider how they relate to your own life and experiences and how these needs relate to satisfying experiences and activities.

## Student Handout #2 Types of Human Needs
## Transparency #1 Types of Human Needs



# SESSION TWO

TOPIC: What Is Work?

OBJECTIVE: By identifying their present concept of the meaning of work, students will develop an understanding of the importance of work in fulfilling human needs.

SURVIVAL SKILLS EMPHASIZED:

Initiative and imagination
Understanding written information
Basic writing skills

IMPORTANCE: Some people think of work as being paid for doing something that they don't want to do. They think of work as something unpleasant, and try to avoid it whenever possible. However, work can also be viewed as a satisfying and interesting experience that fulfills some of the needs of the worker and the needs of others. This session is designed to encourage students to think of work in a favorable way, so they may approach work with a positive attitude.

MATERIALS AND EQUIPMENT:

Transparency #1 - Types of Human Needs (from SESSION ONE)
Student Worksheet #2 - What Is Work? (A)
Transparency #2 - Is This Work?
Transparency #3 - Work
Student Worksheet #3 - What Is Work? (B)
Student Handout #1 - Individual Human Needs (from SESSION ONE)
Student Handout #2 - Types of Human Needs (from SESSION ONE)
Overhead projector

ACTIVITY: What Is Work?

1. Introduce the session by listing on the chalkboard a number of terms that contain the word "work":

   - homework
   - housework
   - workout

- social work
- workmanship
- paperwork
- workhorse
- schoolwork
- volunteer work

2. Have students consider the meanings of these terms. Discuss the question "What is work?" using the terms on the chalkboard to illustrate that work means more than just a paid job. Refer to Transparency #1 - Types of Human Needs used in SESSION ONE, to discuss how work can help people satisfy their individual needs.

3. Distribute Student Worksheet #2 - What Is Work? (A). Project Transparency #2 - Is This Work? Have students decide if the person pictured in each transparency is working, and have them give brief reasons for their decisions on Worksheet #2. The purpose of this step is for students to examine their present concepts of the meaning of work.

4. Tell the students they will examine the transparencies again after discussing the concept of work more fully.

ACTIVITY:

1. Show Transparency #3 - Work. Suggest the following definition of work:

   - Work is performed when you consciously try to satisfy your own needs and to satisfy other people's needs.

2. Explain that there are three parts of this definition of work:

   - conscious effort
   - satisfying our own needs
   - satisfying other people's needs

   Work can be very satisfying and rewarding if it satisfies not only physical and security needs, but also other types of needs, such as social needs, needs for self-respect and self-fulfillment needs. (You may wish to refer again to Transparency #1 from SESSION ONE.)

3. Use the diagram on Transparency #3 - Work to show why all three parts of the definition of work are necessary.

- Cover the triangle labeled SATISFYING YOUR OWN NEEDS. Have students imagine a situation in which they must try to meet the needs of others but are not allowed to do anything to meet their own needs. This is slavery. Unfortunately, some people see their jobs as being almost as bad as slavery. They feel they are unable to meet many of their own personal needs through their jobs. Although they may earn enough money to meet their physical and security needs, they may not be able to meet their social, self-respect, or self-fulfillment needs through their work. Many jobs can fulfill workers' needs. Both employers and employees need to co-operate to make jobs more like work and less like slavery.

- Cover the triangle labeled SATISFYING OTHER PEOPLE'S NEEDS. Have students imagine a situation in which they consciously try to meet only their own needs. An example of this might be recreation: putting effort into enjoying yourself and not being concerned with the needs of others. While recreation is important and necessary, it cannot be considered work. Another example is crime: criminals actually interfere with other people's needs in order to meet their own needs.

- Cover the triangle labeled CONSCIOUS EFFORT. It is difficult indeed to imagine being able to satisfy either our own or other people's needs without even trying!

FOLLOW-UP:

1. Distribute Worksheet #3 - What Is Work? (B)

2. Show Transparency #2 for a second time, and have students complete the worksheet. (This activity should give students an opportunity to think of the concept of work in broader terms than just paid jobs.)

3. Student Handout #1 - Individual Human Needs and #2 - Types of Human Needs may assist students in identifying the needs that are being fulfilled (Columns I and II).

4. Summarize the session by asking students to read their responses to the question on Worksheet #3 "What have you learned about the term work?"

# Student Worksheet #2 What Is Work?

Your teacher will show you a Transparency which shows people involved in six different activities. Are the people pictured working? Give a short reason for your answer.

TRANSPARENCY

A Yes No Reason:

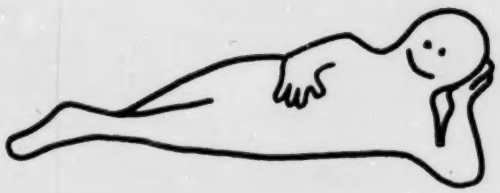
B Yes No Reason:

C Yes No Reason:

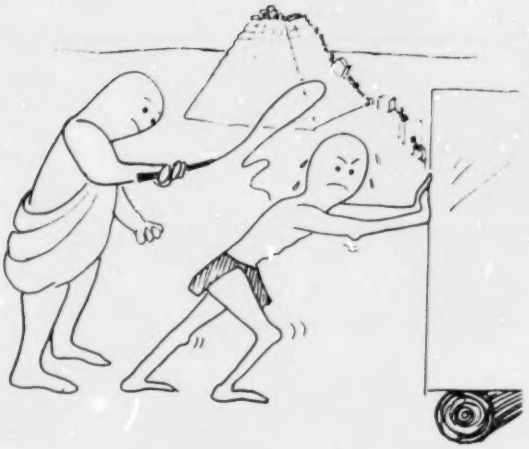
D Yes No Reason:

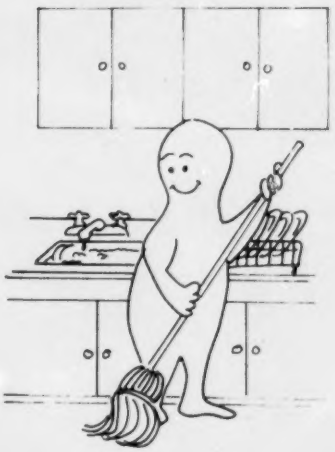
E Yes No Reason:

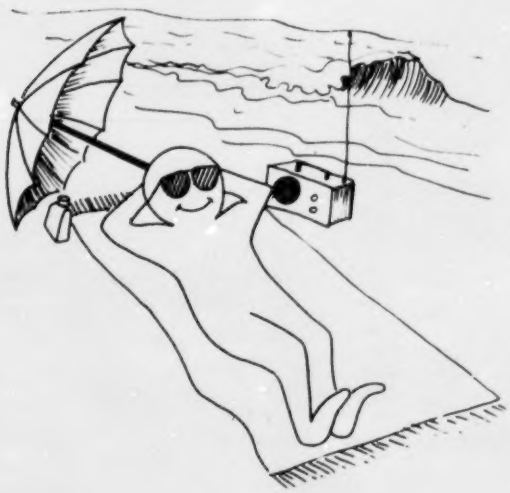
F Yes No Reason:



## Transparency #2 Is This Work?

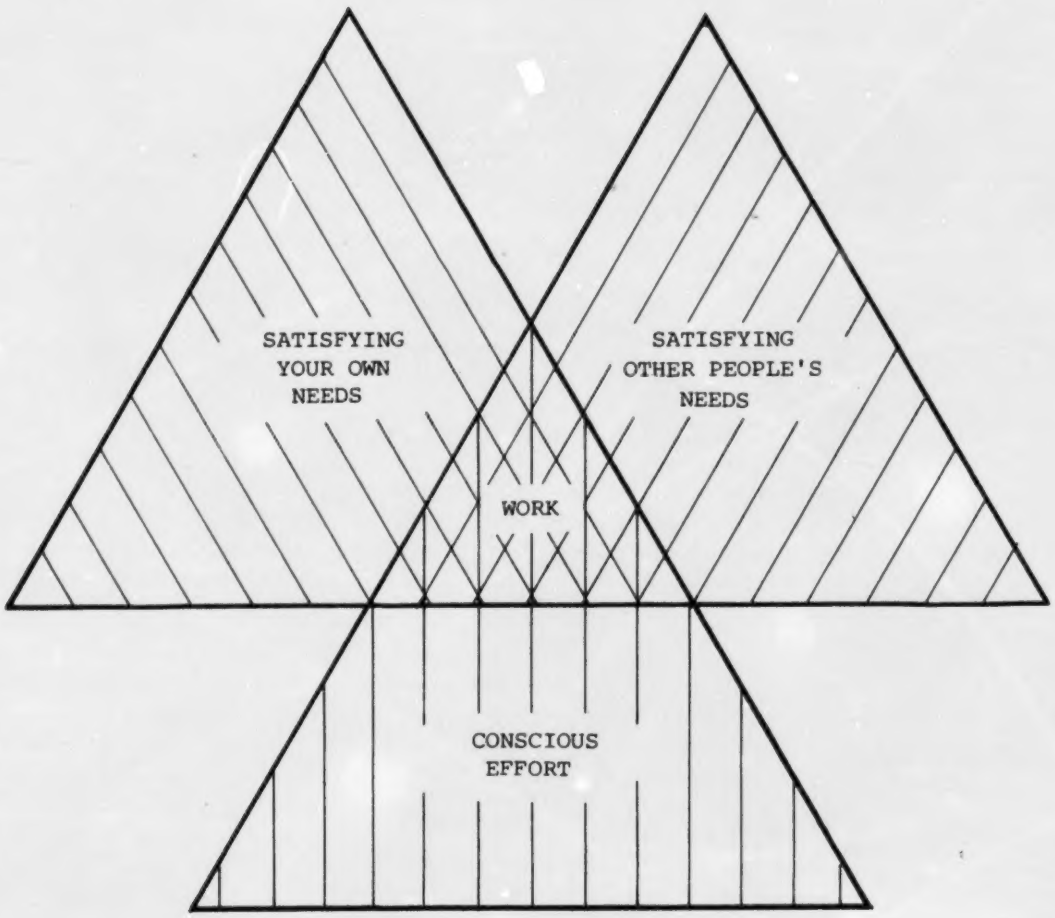






# Transparency #3 Work

WORK
is done when
consciously try
to satisfy
your own needs
and to satisfy
other people's needs.



# Student Worksheet #3 What Is Work?

Your instructor will show you Transparency #2 once more. As you study the drawings this time, answer the questions below, and then decide for yourself if the person pictured is working. You may wish to refer to Student Handout #1 - Individual Human Needs and #2 Types of Human Needs to help you answer the first two questions.

| Trans-parency | I<br>Are the person's own needs being satisfied? If yes, which ones? | II<br>Is the person satisfying other people's needs? If yes, which ones? | III<br>Is the person making a conscious effort? How? | IV<br>Is the person working? If not, why not? |
|---|---|---|---|---|
| A | | | | |
| B | | | | |
| C | | | | |
| D | | | | |
| E | | | | |
| F | | | | |

Compare your answers to Worksheet #2. What have you learned about the term work?

# SESSION THREE

TOPIC: Why Do People Seek Jobs?

OBJECTIVE: By comparing their own reasons for working with common reasons of other people, students will develop an understanding of the needs people expect to satisfy when they obtain jobs or become self-employed.

SURVIVAL SKILLS EMPHASIZED:

- Understanding written information
- Using imagination
- Locating information
- Adjusting to work situations

IMPORTANCE: People often enter jobs with little awareness of their reasons for working. Since each person is unique, individuals are likely to have different reasons for working. Fortunately, a wide variety of jobs exists, and workers may have an opportunity to choose a job that can help them meet their personal needs. However, job-seekers who are unaware of their own needs may choose jobs which are unlikely to help them satisfy their needs.

During this session students can explore different reasons for working. Workers who select jobs which will help them satisfy their own personal needs are more likely to be effective and successful in their work.

MATERIALS AND EQUIPMENT:
Student Handout #3 - Work or . . .
Student Worksheet #4 - Why People Seek Jobs
Student Handout #2 - Types of Human Needs (used in SESSION ONE)

ACTIVITY: Why People Seek Jobs

1. Distribute Student Handout #3 - Work or . . . to the class. Use the Handout to illustrate the importance of work in fulfilling people's needs for self-respect and self-fulfillment.

- In the story, Smith could have anything he wanted except "something to DO"--that is, some kind of meaningful work. He felt frustrated and unhappy because he was not allowed to do anything useful.

- Some human needs may be satisfied DIRECTLY by working on a job or may be satisfied indirectly through the money the job provides. For example, jobs may provide direct satisfaction of the human needs for:

  personal achievement--salespersons meet their monthly quota of sales

  self respect--workers confidently handle tasks assigned by their employers

  good self-concept--workers analyze and understand their strengths and weaknesses in a job

  status--the captain of an airplane is highly regarded by crew members

  recognition--a scientist receives an award for a new discovery in science

  a sense of belonging--members of the school basketball team have trained hard together and develop a strong team spirit

  independence--a person decides to go into business and opens up a shop

  power--working on large construction machinery can give the operator a sense of power.

- In most cases, jobs satisfy some human needs INDIRECTLY. Money earned on the job can be used to:

  buy food

  pay for shelter

  maintain health

  provide security

  fulfill family needs

- Ability to earn money can improve our self-concepts. We need to know that we have our knowledge and skills, which other people consider worth paying for, to offer.

2. Distribute Student Worksheet #4 - Why People Seek Jobs, to the class and have them complete Column A. Then have students complete Column B by referring to Student Handout #2 - Types of Human Needs.

FOLLOW-UP: 1. Discuss students' responses to Worksheet #4. Some possible responses are given below. Discuss any differences between the opinions of individual students.

| | Column A<br>Specific need the people hope to fulfill | Column B<br>Type of need from Student Handout #2 |
|---|---|---|
| CINDY | Food and Shelter | Physical |
| BILL | Achieving Goals | Self-Fulfillment |
| BETTY | Friendship | Social |
| RON | Service | Self-Respect and Worth |
| JULIE | Economic Security | Security |
| MARIA | Continuous Learning | Self-Fulfillment |
| RUPERT | Self-Confidence | Self-Respect and Worth |
| KATHY | Achieving Goals | Self-Fulfillment |
| MIGUEL | Independence | Self-Respect and Worth |
| DICK | Status | Self-Respect and Worth |

2. Have students compare their own reasons for working with the reasons given on Worksheet #4.

   - Are students' reasons similar?
   - What needs do students hope to satisfy by working?

# Student Handout #3 Work or . . .

Smith died and regained consciousness in the next world. He looked out over pleasant country. After resting comfortably for a while in a delightful spot, he began to get a little bored. He called out, "Is there anybody here?"

An attendant, appropriately dressed in white, appeared and said gravely, "What do you want?"

"What can I have?" asked Smith.

"Whatever you want."

"May I have something to eat?"

They brought him delicious dishes, even the things he liked best on earth. Smith was having a wonderful time eating, sleeping, and calling for more good things.

But soon he wanted something more. He called for games, and the attendants brought a huge number of them. Then he called for books and read with excitement and pleasure. He called for and received anything that struck his fancy. But at last the final boredom caught up with him, and he shouted, "I want something to DO!"

The attendant appeared and said, "I am sorry, but that is the only thing we cannot give you here."

By this time Smith was frantic for something to do and, in his terrible frustration, cried out "I'm sick and tired of everthing here; I'd rather go to the devil!"

"Where do you think you are?" asked the attendant.

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*Gregory, Marvin G. (Ed.) Bits & Pieces. Fairfield, New Jersey: The Economic Press, Inc., June 1975, Vol. 8, No. 6.

# Student Worksheet #4 Why People Seek Jobs

Here are some common responses people give when asked why they are working. Write in Column A the specific need the person hopes to satisfy. Then, referring to Student Handout #2 - Types of Human Needs, write in Column B the type of need indicated in the diagram.

| REASONS FOR WORKING | COLUMN A Specific need the people hope to satisfy | COLUMN B Type of need from Student Handout #2 |
|---|---|---|
| Cindy: I need money my job pays to buy food and clothes. | | |
| Bill: I really like what I do at work. I don't make as much money as my neighbor, but I feel I am really accomplishing something important. | | |
| Betty: I just love to be with people. I enjoy and value the friendships with my co-workers in the office. | | |
| Ron: I like to counsel young people. I like to feel that I have helped them to make the right decisions. | | |
| Julie: My company has excellent medical insurance and a good retirment plan. I'm glad I don't have to worry about getting sick or how I will live after I retire. | | |
| Maria: I love teaching becuase I know I will never stop learning from my students. | | |
| Rupert: I am a good mechanic. I can fix just about any machine or gadget. | | |
| Kathy: I want to get to the top. | | |
| Miguel: I like being my own boss. No one is going to tell me what I should do. | | |
| Dick: The only way you can get people in this neighborhood to notice you and relate to you is by holding down a $20,000 job. | | |

# SESSION FOUR

TOPIC: What Makes Work Motivating?

OBJECTIVE: By interviewing workers, students will gain an understanding of factors that make a job motivating.

SURVIVAL SKILLS EMPHASIZED:

- Basic speaking skills
- Knowing your strengths and weaknesses
- Knowledge of operating procedures
- Adjusting to work situations
- Understanding written information

IMPORTANCE: Up to this point in the module, activities have emphasized the meanings of work and motivation. Students have been encouraged to examine their own needs and how these needs can be met through work. This session is designed to illustrate to students a more realistic meaning of motivation for work through contact with actual workers. The ideas students have been exploring will be applied to actual work situations.

MATERIALS AND EQUIPMENT:
One Guest Speaker's Briefing Sheet for each guest speaker
Student Worksheet #5 - Suggested Interview Questions
Name Cards - one for each speaker

ACTIVITY: Panel Discussion with Workers

1. This activity will require some advance planning. The instructor should invite three workers to participate in a panel discussion with the class. The workers should have different occupations and should, if possible, be from different age groups. Both male and female workers should be invited. The instructor may wish to have students suggest types of occupations in which they are interested as a guide for selecting the guest speakers. Give each speaker a Guest Speaker's Briefing Sheet (with information as to the date, time, etc.

written in) and a copy of Student Worksheet #5 - Suggested Interview Questions prior to the session so they will be prepared to respond to students' questions.

2. The instructor may wish to distribute Student Worksheet #5 - Suggested Interview Questions to students prior to the session. Questions may be assigned to individual students.

3. On the day of the class meeting, arrange the room for a panel discussion. Name cards for the guest speakers should be placed in front of each speaker so that students can easily refer to them and call the speakers by name. Have each guest tell briefly about him/herself, using the guidelines on the Guest Speaker's Briefing Sheet.

4. Have students question the guests, using Student Worksheet #5 as a guide.

VARIATIONS:

1. If it is impossible to invite guest speakers, students may be assigned to interview workers outside of class, or students in the class who have held jobs may be panel members.

2. The instructor may wish to invite recent graduates who are not working. Students may find it easier to relate to their peers, and the recent graduates may be more likely to be candid and honest in their responses to questions.

FOLLOW-UP:

1. Allow about 15 minutes at the end of the class or during the next class period for follow-up discussion.

2. The following questions may encourage discussion:

   - How were the guests similar in their motivation for work?
   - How were the guests different in their motivation for work?
   - What needs do you think the guests' jobs help them satisfy?
   - What needs do you think the guests are not able to satisfy on their jobs?

# Guest Speaker's Briefing Sheet

Dear

Thank you for agreeing to be a guest speaker for our class. The class meeting will be held at on in Room . The school is located at . A student will meet you at the main entrance on the side of the building. We are studying "Motivation for Work." So far we have been discussing the meaning of work and how work can help people meet a variety of their needs. We have invited you to be a guest in our class to find out what motivation really means in a work situation.

We will begin the session by asking you to tell briefly about yourself and your job. Some information you may wish to tell the class is:

A. Personal background

B. The name of the company for which you work

C. Your job - exactly what you do

D. The product or service your company provides

E. How long you have worked with your present company

F. What you hope to be doing in five years

Next, you will be asked questions by class members about your reasons for working and what you like and dislike about your work. The attached sheet lists some of the questions you may be asked. We are interested in knowing both the positive and negative aspects of your work.

We appreciate your taking the time to be a guest in our class.

# Student Worksheet #5 Suggested Interview Questions

1. What were your reasons for seeking this particular kind of work?
2. What kinds of work did you have before entering your present occupation?
3. Of all the different kinds of work you have done, which would you say was the most satisfying? Why?
4. Of all the kinds of work you have done, which would you say was the least satisfying? Why?
5. What do you like best about the work you do?
6. Do you feel a sense of achievement in your work? Please explain your answer.
7. Do you feel you have responsibility in your work? Please explain.
8. In what ways do other people let you know when you are doing a good job? How do you feel about this?
9. Do other people let you know when they are not satisfied with your work? How do you feel about this?
10. Do you feel that you have a chance to grow in your work? How do you feel about this?
11. What makes you most proud of yourself about your work?
12. What is the worst thing about your work?
13. If your employer could do one thing to make your work more satisfying, what would it be?
14. If you could start your career all over again, what would you do differently?
15. If you had enough money so you did not have to work, what would you do? Why?
16. What goals have you set for yourself in your career?
17. Is there anything about your work that you find disappointing?
18. What does "motivation for work" mean to you personally?

# SESSION FIVE

TOPIC: Making Your Work Motivating

OBJECTIVE: By identifying ways that people can help make their work more satisfying, students will recognize that workers have a role in making their own work motivating.

SURVIVAL SKILLS EMPHASIZED:

- Knowing your strengths and weaknesses
- Making independent decisions
- Using initiative
- Knowing what is expected
- Adjusting to work situations

IMPORTANCE: Some people enter work that they later find to be boring and unmotivating. This can lead to problems for themselves and their employers. Often the employer or the manager is expected to make work challenging and motivating. While this is the case in some kinds of work, employees can take some responsibility for making their jobs and their work environments motivating. There are several ways in which this can be done without conflicting with goals of the supervisor or co-workers. Employees who take initiative in making their work more satisfying are likely to find it rewarding for themselves as well as for their organizations.

MATERIALS AND EQUIPMENT: Student Worksheet #6 - Making Work Motivating
Dictionary of Occupational Titles - several copies if possible or similar reference books

ACTIVITY: Making Work Motivating

1. Distribute Student Worksheet #6 - Making Work Motivating. Explain that the twelve needs described are known to affect how satisfied workers are with their jobs. Go through them one at a time, explaining the meaning of each need. Have students think of job or school situations in which each need is either fulfilled or unfulfilled. Some examples are:

- financial security (fulfilled) - a job which gives a worker a good salary, a good medical insurance program, and a good retirement plan.

- mastery and achievement (unfulfilled) - some assembly line workers feel their jobs are so simple that anyone could perform them. They may also feel their tasks are so meaningless that it hardly matters whether they do their jobs well.

- social welfare (fulfilled) - Red Cross and other service workers know that their work helps people by meeting their needs for health and safety.

- independence (fulfilled) - some people decide that they dislike working for other people. By going into business for themselves, they can fulfill their needs for independence.

2. Have students rate each need (on a scale of 1--unimportant, to 5--very important) according to how important they believe it is to them. Emphasize that since people are different, their individual responses will differ. Students may find it helpful to think of various school work situations when making their ratings.

3. Have each student choose an occupation from the Dictionary of Occupational Titles or an occupation which interests the student. Have students review each item they have rated 3, 4, or 5, and have them think of one or two ways in which workers in the occupations they chose can help develop their jobs to satisfy each need.

   - If at first you rated a need low and later believed it was more important, in what ways would you try to fulfill this need?

FOLLOW-UP: 1. Have students share their responses. If students had difficulty thinking of responses, have others in the class make suggestions. Below are some possible responses:

- financial security - work overtime, or work for salary increases

- recognition and approval - make sure the boss knows what you are accomplishing

- mastery and achievement - set high standards for your work and try to meet them
- dominance - work for promotions to supervisory positions
- status - work for promotions toward a job you feel carries respect and status
- self-expression - express your ideas for new ways of doing things
- friendship - get to know your co-workers. Join the bowling league or other company sponsored recreational activities.
- moral code - be a trustworthy person. Stand up for your beliefs.
- dependence - get to know and trust your supervisor.
- creativity and challenge - ask for work that challenges you. Get permission to put some of your ideas into practice.
- social welfare - find out how your job fits into the company and how it helps others
- independence - demonstrate your ability to make good decisions and work toward a more independent job.

2. Use the following questions to initiate class discussion:

- Which needs do you think would be most difficult to fulfill? Why?
- Which of the needs which you rated 4 or 5 might you find difficult to fulfill on the job you chose?
- What can workers do when they cannot meet some of their needs through their jobs?

# Student Worksheet #6 Making Work Motivating

The following is a list of twelve needs that different people can fulfill by working. Please rate how important each of the needs is to YOU, using the following scale:

5 = very important
4 = important
3 = somewhat important
2 = not very important
1 = unimportant

Remember, there are no right or wrong answers.

| NEEDS | RATING | WAYS TO FULFILL THE NEED IN A JOB: |
|---|---|---|
| Financial Security - the need to earn enough money to live on a continuing basis. | 1 2 3 4 5 | |
| Recognition and Approval - the need to have others know and approve of the work you do. | 1 2 3 4 5 | |
| Mastery and Achievement - the need to perform well (in your own opinion). | 1 2 3 4 5 | |
| Dominance - the need to have some power or influence and control over others. | 1 2 3 4 5 | |
| Status - the need to acquire and maintain a certain standard of living and respect from others. | 1 2 3 4 5 | |
| Self-Expression - the need to express your feelings and personality in the work you do. | 1 2 3 4 5 | |

| NEEDS | RATING | WAYS TO FULFILL THE NEED IN A JOB: |
|---|---|---|
| Friendship - the need to be liked and accepted by others. | 1 2 3 4 5 | |
| Moral Code - the need to feel that what you are doing is right and that you are a good person. | 1 2 3 4 5 | |
| Dependence - the need to be directed by others to avoid feeling all alone in your responsibilities. | 1 2 3 4 5 | |
| Creativity and Challenge - the need to meet new problems and to produce new and original work. | 1 2 3 4 5 | |
| Social Welfare - the need to help others or do something that benefits others. | 1 2 3 4 5 | |
| Independence - the need to direct your own behavior and to have some control over what you do. | 1 2 3 4 5 | |

After you have finished your rating, select an occupation which interests you from the Dictionary of Occupational Titles. Write the name of the occupation here:

_____

Now, go back to the beginning of the worksheet. For each of the needs you have rated 3, 4, or 5, write down (in the column labeled "Ways to fulfill the need in a job") one or two ways in which you could develop the occupation you have selected to fulfill that need.

# Resources for Teachers

## BOOKS, ARTICLES, AND ACTIVITIES

Diamond, Edwin, "Clues to Being More Successful," *Reader's Digest*, May 1975, pp. 88-91.

Discusses the meaning of motivation and how motivation is important to being successful. The author suggests ways people can improve their own motivation in order to become more successful.

McBride, Steward Dill, and Silha, Stephen, "Jobs--people trade money for meaning," *The Christian Science Monitor*, October 12, 1973.

Describes workers who have left high paying jobs to take jobs in which they find meaning and fulfillment. Discusses some of the reasons workers are becoming less interested in money and more interested in finding meaning in their work.

*Quality and You*, a Scriptographic Booklet. Channing L. Bete Co., Inc., Greenfield, Mass., 1977.

One of a series of six illustrated booklets for use in values education. Emphasizes the importance of people doing the best they can, especially when working with others. The publishers suggest four possible uses for the "scriptographic" booklets: (1) for previewing material prior to presenting it in more detail, (2) as a reference tool for students, (3) for tutoring students who have been absent, or are having difficulty with material, and (4) for reviewing material covered in another text. Written in a humorous, lively easy to read style.

"You have to work, so why not enjoy it?" *Changing Times*, October 1976, pp. 21-22.

Discusses reasons for job dissatisfaction. Explores the marks of a satisfying job. Suggests questions which workers can ask themselves to evaluate their jobs and their attitudes toward their jobs.

## AUDIO VISUAL RESOURCES

*Careers and Attitudes*, available from the Audio Visual Service, University of Illinois, Urbana, IL 61801. Request film number 54614. (15 minutes)

A career telephone man and his younger brother add interest to the routine of running errands by noticing the problems in various occupations and employees on their handling of them.

*Career Choice: A Lifelong Process*, Guidance Associates, 757 Third Avenue, New York, N.Y. 10017.

A set of two filmstrips with long-playing records or cassettes and discussion guide. Part I examines factors which determine the relative importance of work for each individual; identifies "exploration," "building," and "maintenance" as career phases most people experience. Part II comprises four documentary interviews showing how these concepts function in people's lives. Candid case histories probe aspects of job satisfaction; examine changing career goals and expectations in the 1970's.

*The Changing Work Ethic*, Guidance Associates, 757 Third Avenue, New York, N.Y. 10017.

A set of two filmstrips with long-playing records or cassettes and discussion guide. Part I: Short open-ended dramatizations lead to built in discussion breaks challenging students to debate: Is hard work the key to success? Is there any kind of honest work you would not do? Are you more or less materialistic than your parents? Would you work if you didn't have to? Part II: Examines rising job dissatisfaction from worker/consumer/employer viewpoints; explores job enrichment as an approach to strengthening the work ethic.

*Liking Your Job and Your Life*, Guidance Associates, 757 Third Avenue, New York, N.Y. 10017.

A set of four filmstrips with long-playing records or cassettes and discussion guide. Designed to demonstrate that blue-collar work can be a satisfying experience. Built around candid interviews with a construction worker, a factory worker, a Spanish American community worker and a self-employed radio/TV repairman.

*Why Work at All?*, Guidance Associates 757 Third Avenue, New York, N.Y. 10017.

A filmstrip with long-playing record or cassette and discussion guide. Three young people discuss job satisfaction, material rewards, personal growth. The cast includes Tom, whose work is a source for a paycheck only; Ed whose work is an outlet for self-expression; and Jane, whose work is a means for discovering new roles for women.

*Women and Careers*, available from the Audio Visual Service, University of Illinois, Urbana, IL 61801. Request film number 54353. (16 minutes)

A floral designer, a social worker, a physical education teacher, and a city councilwoman explain how their careers not only enrich their own lives, but also the lives of their families.

*Work/Working/Worker*, Guidance Associates, 757 Third Avenue, New York, N.Y. 10017.

Set of three filmstrips with long-playing records or cassettes and discussion guide. Program invites students to discover their own feelings about work and society in terms of historical background and present social realities. Part I reviews work attitudes in primitive, ancient, medieval, 18-20th century society. Part II explores typical American attitudes toward work; considers factors of status, materialism, school experience; evaluates our Puritan work ethic and myth of equal opportunity for all. Part III presents a cross section of American workers who talk about reasons for working, job rewards, conflicts, and choices in their own lives.